



# **Brighton Primary School & Centre of Deaf Education**

## **Behaviour Education Policy**

**We come to school to learn (Why)**

**We treat others the way we want to be treated (How)**

**We show our school values at all times: Respect, Inclusivity, Empathy and Excellence (What we do)**

### **PURPOSE**

The purpose of the Brighton Primary School and Centre of Deaf Education behaviour support policy is to:

- Ensure teaching and learning time is maximised for all children and educators
- Ensure effective, consistent and fair behaviour support for children
- Help children to be safe and participate in learning in a positive way that respects other students and staff
- Develop the personal and social capability of children to understand and exercise their rights and responsibilities so that they can fully contribute in their learning environments, and to their wider community.

At Brighton we recognise that children's behaviours span a continuum including:

- Positive, inclusive and respectful behaviours
- Low-level, developmentally appropriate transgressions that test the boundaries of established rules, standards, and norms. These behaviours are usually simple to redirect and minimise through universal behaviour support strategies for all children and at a classroom and school level
- challenging behaviours that raise greater concern due to their severity, frequency or duration and require more persistent guidance and support to minimise.
- Complex and unsafe behaviours that are severe, of high frequency or extended duration, or are unsafe for a child or young person and those around them. Behaviours at this end of the continuum require intensive and individualised interventions in addition to targeted and universal strategies.

### **Guiding Principles**

In supporting children 's behaviour, staff will:

- Develop and maintain positive relationships with children and their families
- Design the learning environment to create success
- Design and implement an engaging relevant teaching and learning program that is appropriate to the students
- Use appropriate evidence informed pedagogy
- promote, model and support productive and positive behaviour
- explicitly teach positive behaviour and expectations about behaviour



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- intervene by using the least exclusionary methods to prevent, reduce or redirect behaviours of concern
- work with children, their families, professionals and other key adults to understand the environmental, social and family context of a child or young person's behaviours of concern, and to use the capacity of these parties to support positive behaviour change
- provide visible, fair and equitable behavioural responses that foster confidence and trust
- repair and restore relationships that have been harmed by behaviours of concern using restorative practices
- establish safety and wellbeing for people involved in behavioural incidents, and others

### **PROMOTE**

In order to promote, model and support productive and positive behaviour we will:

- Develop and display whole school and classroom behaviour expectations aligned to the school values of Respect, Inclusivity, Empathy and Excellence (Values in Action Matrix)
- Matrix to be visible in all learning spaces, in the yard and on school website.

### **TEACH**

In order to explicitly teach positive behaviour and expectations about behaviour by:

- Create predictable procedures and routines in the learning environment
- Make routines and procedures visible in learning spaces
- Acknowledge positive expected behaviours
- Provide corrective feedback
- Support children to develop self-regulation and self-management skills through the whole school implementation of the Zones of Regulation

### **INTERVENE**

In order to intervene by using the least exclusionary methods to prevent, reduce or redirect behaviours of concern by:

- Use proactive strategies aligned to the Zones of Regulation to co regulate children to prevent behaviours of concern
- Prompt (non-verbal then verbal), redirect, reteach and provide choices
- Apply logical consequences such as time in cooperation class, make up lost learning time at recess/lunch, walking with the teacher. Make up lost learning time is provided in the common area of LA1 and supervised by a Leader during break time.

### **WORK WITH OTHERS**

In order to work with children, their families, professionals and other key adults to understand the environmental, social and family context of a child or young person's behaviours of concern, and to use the capacity of these parties to support positive behaviour change by:

- Seek the ideas of children when developing behaviour support plans



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- Engage children and their parents/carers to understand possible reasons for their behaviour
- Refer students to support services to coordinate, assess, plan, monitor and review behaviour interventions

### **RESPOND**

In order to provide visible, fair and equitable behavioural responses that foster confidence and trust by:

- Investigate concerns about behaviour incidents
- Understand the nature of the incident and the experience of the incident by those involved
- Apply evidence informed behaviour responses (see Responding to minor/major behaviour chart) that consider the child's circumstances eg, age, development, cultural background, disability
- Communicate with students, staff and parents/carers in a timely respectful manner including tell those that raise the concern about the process to respond to the concern. Maintain confidentiality.
- Document incidents on EMS and IRMS where appropriate
- Document behaviour support plan, My Plan, safety and risk plan where appropriate

### **REPAIR AND RESTORE RELATIONSHIPS**

In order to repair and restore relationships that have been harmed by behaviours of concern using restorative practices by:

- Implement restorative approaches so children who have acted inappropriately recognise the impact of their actions on others, they have the opportunity to apologise and have the chance to repair and restore relationships when appropriate, safe and consented by all parties.

### **CREATE SAFETY AND WELLBEING**

In order to establish safety and wellbeing for people involved in behavioural incidents, and others by:

- Provide strategies to reduce the risk of harm to children and staff following behaviour incidents
- Follow Department for Education Suspension and Exclusion policy if required
- Refer children and staff who have been harmed by unsafe behaviour to counselling or other supports
- Engage Department for Education supports when responding to serious incidents



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### **RESPONSIBILITIES**

#### **Children**

- Treat others the way you would like to be treated -show the school values of Respect, Inclusivity, Empathy and Excellence
- Make sure their actions are safe, respectful and inclusive which includes verbal, physical and on line
- Seek help from adults when they see or hear behaviours of concern in person or online
- Support their friends and peers to seek help from trusted adults
- Support their friends to behave in safe, respectful and inclusive ways

Report behaviours of concern to the classroom teacher or yard duty teacher.

#### **Parents/carers**

- If an incident happens work collaboratively with the school to raise concerns
- Provide the school time to investigate the concern
- Show the school values
- Do not approach other children or parents about behaviours of concern. Report this to us for follow up.
- Understand, that because of confidentiality, we cannot share information about other children
- Follow the complaint resolution process to deal with concerns. A copy of the complaint resolution process is on our website or in our front office.

Report any child's concerning or unsafe behaviour in the first instance to your child's class teacher or to school leaders via email to [brightonps.info@schools.sa.edu.au](mailto:brightonps.info@schools.sa.edu.au) attention Principal/Assistant Principal.